

Holmes District School Board

Poplar Springs High School



2017-18 Schoolwide Improvement Plan

Poplar Springs High School

3726 ATOMIC DR, Graceville, FL 32440

<http://pshs.hdsb.org/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	6%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Holmes County School Board on 12/5/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Poplar Springs High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Poplar Springs High School we believe that a strong educational foundation for students is essential to ensure that all students reach their full potential. We will provide a variety of learning strategies that will empower all students to be innovative thinkers, creative problem solvers, effective communicators and productive citizens. We will ensure that our staff is well-qualified and continues to develop the skills and competencies necessary to guarantee a safe and secure learning environment. We will maintain accountability each day to ensure success tomorrow.

b. Provide the school's vision statement.

It is the vision of Poplar Springs High School that students will be innovative thinkers, creative problem solvers, effective communicators and productive citizens. All students will develop a strong foundation for continual learning.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Poplar Springs High School offers a variety of clubs and extra curricular sports for our students. Students choose to be involved in various clubs based on their interests. Sports are another avenue for students to choose participation based on interests. Our faculty and staff serve as club sponsors and coaches for all our clubs and extra curricular activities. Students and teachers have a variety of ways in and outside of the classroom to build long lasting relationships based on student interests.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Poplar Springs High School provides a safe and nurturing environment for all students. Teachers are on duty before, during, and after school to provide safety for all students. Measures have been taken to ensure all visitors report to the front office. Teachers rotate duty before and after school in key areas around campus. Teachers are also outside their classroom door between class changes to ensure an orderly change of classes. Teachers are also required to keep their classroom doors locked during the school day. Anyone who enters, including students, must knock before attaining entry to the class. PSHS has a zero tolerance for bullying. Students are encouraged to report any incidence of bullying to administration, faculty, or staff. If a student feels uncomfortable reporting the bullying they can complete an online form through our district website. The information is reported to the school administration for investigation. Furthermore, all discipline measures provided through the Holmes County Code of Conduct are strictly followed.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We adhere to a policy of limited classroom interruption. Morning announcements are made after the 1st period tardy bell regarding any activities going on during the school day. Any further interruptions during the school day are made by phone to the appropriate classroom. Our teachers in grades 4-12

are asked to provide a bell ringer activity for their students to immediately engage them in upon entrance to the classroom. Disciplinary action is strictly enforced, as are the rules and policies, according to the Holmes County Code of Conduct. In addition to the Holmes County Code of Conduct, we have a student handbook as well.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Poplar Springs High School has a full-time guidance counselor to provide any counseling services that are needed by our students. Those students whose needs go beyond the scope of our expertise are referred to a Holmes County approved counseling service. Those professionals come to our school and meet with the students who need those services. Because PSHS is a K-12 school, our high school students do often serve as classroom aids and work with students in their assigned classes in the capacity of a mentor.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

PSHS parents and guardians have access to our internet based parent portal so they can check their child's grades and attendance. When student attendance becomes a concern our principal or assistant principal makes contact with the parents/guardians. Our teachers are required by administration to make contact with parents/guardians if a student is making a D or F in class.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	8	4	6	1	8	9	6	6	7	5	4	6	10	80
One or more suspensions	0	0	0	0	0	1	0	0	1	3	2	0	0	7
Course failure in ELA or Math	1	0	0	0	1	2	2	3	5	2	2	1	1	20
Level 1 on statewide assessment	0	0	0	1	3	12	12	12	2	6	16	16	7	87

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	0	0	0	2	6	3	2	4	7	4	3	2	34

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

PSHS parents and guardians have access to our internet based parent portal so they can check their child's grades and attendance. When student attendance becomes a concern our principal or assistant principal makes contact with the parents/guardians. Our teachers are required by administration to make contact with parents/guardians if a student is making a D or F in class.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Family night: parents and students tour classrooms and meet with teachers. After meeting with teachers, parents meet in the lunchroom. Mr. Tate discusses pertinent school information including information about Title I, parent involvement, and activities at the school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Community leadership involvement through our School Advisory Program. Poplar Springs High School is a rural school and community partnerships are limited. We work with Chipola College and the Florida Panhandle Technical College.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tate, Matt	Principal
Watford, Laura	Instructional Coach
Thompson, Stacey	Assistant Principal
Jones, Rodd	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal Matt Tate and Assistant Principal Stacey Thompson provide a common vision for the use of the data-based decision-making, lead the school-based team in implementing Rtl, conduct assessments of Rtl skills of school staff, monitor and support implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.

General Education Teachers, Deborah Henderson, Carol Miller, and administration provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/

intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Curriculum Coordinator Laura Watford: develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at-risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Guidance Counselor Lindsey Smith and Laura Watford: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team meets regularly to collaborate and decide the best strategies to implement based on the school improvement plan. Data collection and disaggregation is processed by the leadership team in collaboration with team leaders who worked with individual teachers to analyze the data and suggest strategies. Scientific research, specifically for fluency interventions, will be implemented. Demographic and testing data will be used to identify groups that need specialized interventions. Funds from the school advisory committee will be used when needed for implementation.

Title I part A provides funding and support for professional development activities, parent involvement activities, technology needs, SES services, etc. Students with disabilities have access to the general education curriculum classrooms and the other typical school settings and activities. They receive specially designed instruction and support to meet IEP goals and succeed as learners.

Title I Part C addresses the issues that are common to migrant students and assists these students with their educational needs.

Title I Part D to provide the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title 1 schools such as: Computer assisted instruction, drop-out prevention program, mentors career exploration etc.

Title II part A to provide on-going in-service and professional development/training to assist teachers and paraprofessionals at all levels in meeting the requirements needed to become highly qualified and professional development in areas such as differentiated accountability, learning communities, team teaching, data analysis, math, reading, writing etc. Professional development activities and workshops are coordinated with Title II, Part A.

Title X provides funding to assist identified homeless students with school supplies, medical care and tutoring opportunities.

Title VI part B provides a high school lab for online courses.

PSHS works with the Florida Panhandle Technical College in Chipley, FL and provide the opportunity

for students to attend the college half days during the school year as well as enroll in summer classes.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laura Watford	Teacher
Susan Lane	Education Support Employee
Mitzi Speigner	Teacher
Amy Hall	Education Support Employee
Frances Hawkins	Teacher
Carol Miller	Teacher
Rebekah Carnley	Teacher
Tim Scheirer	Business/Community
Gary Abbott	Business/Community
Candi Nelson	Parent
Donna Tate	Parent
Chelsea Cushing	Teacher
Charlotte Dixon	Business/Community
Terry Brantley	Parent
Alexus Hall	Student
Joseph Godwin	Student
Matt Tate	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Parents on the school advisory council were given a working copy of the SIP. They discussed the plan during their meeting and made recommendations to changes that needed to be made.

b. Development of this school improvement plan

The advisory council plays a big part in the school improvement plan by deciding which areas of the school curriculum needs funds so as to facilitate necessary materials and or technology in order to improve those areas. The FSA scores will be used as a criteria for allocating funds to areas of weaknesses.

c. Preparation of the school's annual budget and plan

The State of Florida allocates us money based on our student enrollement. The SAC then decides how best to spend the money.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school advisory council for PSHS voted to spend \$3400.00 to purchase two AED machines.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Tate, Matt	Principal
Watford, Laura	Instructional Coach
Steverson, Rhonda	Teacher, K-12
Smith, Leah	Teacher, K-12
McSwain, Barbara	Teacher, K-12
Whitledge, Melissa	Teacher, K-12
Howell, Heather	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Mr. Tate will provide leadership for the team and ensure that the team has regularly scheduled meetings. The curriculum coordinator will help facilitate and lead the Literacy Leadership Team and help the team with goal setting.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Poplar Springs High School tries diligently to afford teachers of same grades and subjects to have common planning. For example our middle and high school teachers have the same planning time whenever possible to enable them to have discussions about needs within their grade groups and subject areas. Certainly teachers in K-3 within the same grade have the same planning as well.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Partnering new teachers with veteran teachers, mentor/mentee relationships, current employee recommendations/referrals.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

PSHS adheres to the Holmes District School Board Mentoring Program. The purpose of the program is provide a new teacher/new to our district teacher the tools necessary to begin a successful teaching career through building a relationship with a Mentoring Teacher during the first years of employment in our district. The program will assist new teachers/new to our district teachers with an understanding of teaching techniques, procedures, requirements, and expectations for the specific grade level or subject area assignment. The mentor will meet periodically with the new teacher/new to our district teacher throughout the first three years formally and informally to provide support and answer any questions that may arise. The program enables new teachers/new to our district teachers to assimilate into the culture of the community and school environment. It also provides professional support and guidance that will enhance teacher performance and student achievement. It further provides teacher resources and information regarding district policies and procedures. The collaboration with mentor teachers with enable personal and professional growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

PSHS purchases textbooks from the State Adopted textbook list. Our teachers all receive copies of their standards as mandated by the State of Florida.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students in grades 6-12 are provided remedial reading strategies with their ELA and math courses based on their state assessment results. All teachers analyze their progress monitoring results to see where their students are weak. Students in grades 9-11 receive intensive reading instruction through their reading endorsed English teachers. Students in grade 12 receive intensive reading instruction in a separate reading class. Progress monitoring is collected and compiled through i-Ready. Teachers are asked to keep a data notebooks and assessment results are used by classroom teachers to plan instruction that meets student needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 29,280

The WINGS program is an after school enrichment program that focuses on educational, developmental, and recreational services to students who at risk of academic failure. The program will focus on remedial reading, academic enrichment, and physical recreational activities. Florida State Assessment results for ELA and Math along with FCAT 2.0 (Science) results will be used from each site for each academic year as base-line data to target low performing students, and to refine, improve and strengthen the program. Student grades for quarters 1, 2 and 4 will be collected by the lead coordinator. Grades will be entered into a data sheet that will be given to each site coordinator and will be used to further assist students that are struggling in academic areas and are at risk of retention. Adjustments and intervention strategies will be made and implemented as needed at each site to ensure students are progressing in school.

For character education, and health/nutrition, a pre, mid, and posttest will be administered using a program created assessment. Dropout Prevention will be assessed through reported grade promotion in the student information system. Participation in family literacy activities will be assessed through school and community-based sign in sheets. Family literacy skills will be assessed with surveys. Analysis for these objectives will be made in August, December, and April.

Observations at the beginning of the program will be used to drive the instruction during the program. The lead coordinator will input all results into the data collection sheet in a timely manner. The results of each assessment will be compared noting the students who decrease, maintain or increase in the skills being tested. Program activities will be evaluated and modified/adjusted based on analysis of data as needed. The Project Director and evaluator will review and analyze the data collected for the Baseline, Mid-Year, Formative, Summative and End-of-Year collection reports as required. The evaluator will prepare a final report on the success of the WINGS 21st CCLC project that will be disseminated to all stakeholders as well as being posted on the website. The evaluations will be made available to the public through the district website, reports sent home with the parents, and the Advisory Board. During the advisory board meetings, stakeholders will be given information and program updates. Evaluation deliverables will include the Formative Evaluation Summary, Summative Report, Baseline Data, Mid-Year Data, End-of-Year Data Collection Report and USED federal report as required by the grant.

Strategy Rationale

The WINGS program is an after school enrichment program that focuses on educational, developmental, and recreational services to students who at risk of academic failure. The program will focus on remedial reading, academic enrichment, and physical recreational activities. Provide additional learning time

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Stacey, thompsons@hdsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Observations at the beginning of the program will be used to drive the instruction during the program. The lead coordinator will input all results into the data collection sheet in a timely

manner. The results of each assessment will be compared noting the students who decrease, maintain or increase in the skills being tested. Program activities will be evaluated and modified/adjusted based on analysis of data as needed. The Project Director and evaluator will review and analyze the data collected for the Baseline, Mid-Year, Formative, Summative and End-of-Year collection reports as required. The evaluator will prepare a final report on the success of the WINGS 21st CCLC project that will be disseminated to all stakeholders as well as being posted on the website. The evaluations will be made available to the public through the district website, reports sent home with the parents, and the Advisory Board. During the advisory board meetings, stakeholders will be given information and program updates. Evaluation deliverables will include the Formative Evaluation Summary, Summative Report, Baseline Data, Mid-Year Data, End-of-Year Data Collection Report and USED federal report as required by the grant. An internal evaluator will analyze data from formative and summative reports. The lead coordinator will collect information on student grades, attendance, and homework completion.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

PSHS participates in the Florida School Readiness program which allows implementation of a Voluntary Pre-kindergarten program. Students are assessed twice a year using the Voluntary Pre Kindergarten Assessment once at the beginning of the year and again at the end of the year..

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students are required to select courses they wish to take during pre-registration. The guidance counselor follows through by checking credits and helps students align course selections based on scholarship requirements as well. Eighth grade students complete the career planning and information requirement through their social studies class. Also, we provide a designated lab with an instructor for virtual classes which provides more opportunities for students to choose courses that will be more personally meaningful.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

We provide our students with hands on activities whenever possible in the classroom. Students have the opportunity to participate in dual enrollment education classes at Chipola College or the Florida Panhandle Technical College. Virtual classes are also offered which provides more opportunities for students to choose courses that will benefit their future.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

PSHS will encourage more students to take the ACT, SAT, or PERT in preparation for post-secondary readiness. More rigorous online classes such as dual enrollment have been utilized. Math for college readiness was implemented to better prepare students for college math. Students continue to participate in the college and career awareness program called Educational Talent Search (TRIO) through Chipola College. Eleventh graders can choose to participate in the PSAT to determine

college readiness as well as determinant for National Merit Scholarship status. Our tenth grade students will participate in the PRE ACT. We are also providing our students the opportunity to take the ACT on our campus 2 times per year. More students have the ability to take vocational courses through the Florida Panhandle Technical College due to transportation being provided through Tri-County.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The 2015 High School Feedback report, the most recent information provided, stated that 95.8% of 2015 graduates completed at least one level 3 science course and 75% completed at least one level 3 math course. Of the 2015 graduating class, 58.3% enrolled in Algebra I before the 9th grade and 66.6% completed a college prep curriculum. Of the graduates of 2015, 50% completed at least one AP, IB, AICE, or Dual Enrollment course. Also notable is that 41.6% of the graduates enrolled in a Florida public post secondary institution in the fall of 2015. Of those students, 75% earned a GPA above 2.0. We encourage more students to take the ACT or SAT in preparation for post-secondary readiness. We will also continue to give the PRE ACT to 10th graders and the PSAT to 11th graders for students who choose to participate.

Trend data from 2013-2015 shows the percentage of students participating in advanced courses like AP, IB, or Dual Enrollment courses has increased 6.3%. Another positive statistic is the number of students taking Algebra I before 9th grade has increased 20% since 2013.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By Spring 2018, the percent of students in math will increase at or above state proficiency level by 3% on our state school score report.

- G2.** By Spring 2018 the percent of students in ELA will increase at or above proficiency level by 3% on the state school score report.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By Spring 2018, the percent of students in math will increase at or above state proficiency level by 3% on our state school score report. 1a

G097452

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0

Targeted Barriers to Achieving the Goal 3

- Insufficient standard based instruction
- Lack of student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS

Plan to Monitor Progress Toward G1. 8

Progress Monitoring

Person Responsible

Matt Tate

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSA Assessments

G2. By Spring 2018 the percent of students in ELA will increase at or above proficiency level by 3% on the state school score report. 1a

G097453

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Targeted Barriers to Achieving the Goal 3

- Many students are reading below reading level
- Insufficient standard based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 funds are available to provide additional materials and professional development for teachers to improve their knowledge of reading strategies. CPLAMS as a resource for teachers with standard based teaching.

Plan to Monitor Progress Toward G2. 8

Progress Monitoring

Person Responsible

Laura Watford

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSA Assessment Results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By Spring 2018, the percent of students in math will increase at or above state proficiency level by 3% on our state school score report. **1**

 G097452

G1.B1 Insufficient standard based instruction **2**

 B261972

G1.B1.S1 Use CPALMS as a resource to help teachers better focus on standards **4**

 S277462

Strategy Rationale

Teachers rely on the book more than teaching the standards

Action Step 1 **5**

Walkthrough by Administrator

Person Responsible

Matt Tate

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson plans and lesson observation

Person Responsible

Matt Tate

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Progress Monitoring and FSA Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress Monitoring

Person Responsible

Laura Watford

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

Progress Monitoring Results

G1.B2 Lack of student engagement **2**

 B261973

G1.B2.S1 Teachers will engage students daily with bell ringer activities and continuous instruction in class. **4**

 S277463

Strategy Rationale

The more students are engaged the more interested they are in class.

Action Step 1 **5**

Classroom Walkthrough

Person Responsible

Matt Tate

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Online Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Progress Monitoring

Person Responsible

Matt Tate

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Progress Monitoring Results

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Progress Monitoring

Person Responsible

Matt Tate

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Progress Monitoring Results

G2. By Spring 2018 the percent of students in ELA will increase at or above proficiency level by 3% on the state school score report. 1

G097453

G2.B1 Many students are reading below reading level 2

B261974

G2.B1.S1 i-Ready progress monitoring data will be used to identify level 1 and level 2 students and provide instruction to these students based on data. 4

S277464

Strategy Rationale

These are the lower performing students and it is important to target them to improve their performance on future standardized tests.

Action Step 1 5

Progress Monitoring

Person Responsible

Laura Watford

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Score Reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Progress Monitoring testing and results

Person Responsible

Laura Watford

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

Performance Matters Results

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress Monitoring

Person Responsible

Matt Tate

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

2016 FSA ELA Assessment

G2.B2 Insufficient standard based instruction 2

 B261975

G2.B2.S1 Teacher instruction on how to use CPALMS 4

 S277465

Strategy Rationale

Help teachers focus on standards instead of the textbook

Action Step 1 5

Classroom walkthroughs

Person Responsible

Matt Tate

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans and Standards Checklist from Jeff Sewell

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walkthroughs

Person Responsible

Matt Tate

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSA ELA Assessment Results

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom walkthroughs

Person Responsible

Matt Tate

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers lesson plans for monitoring and state assessment results for evidence

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M402941	Progress Monitoring	Tate, Matt	8/14/2017	FSA Assessments	6/1/2018 every-2-months
G2.MA1  M402946	Progress Monitoring	Watford, Laura	8/14/2017	FSA Assessment Results	6/1/2018 every-2-months
G1.B1.S1.MA1  M402937	Progress Monitoring	Watford, Laura	8/14/2017	Progress Monitoring Results	6/1/2018 every-2-months
G1.B1.S1.MA1  M402938	Lesson plans and lesson observation	Tate, Matt	8/14/2017	Progress Monitoring and FSA Assessments	6/1/2018 weekly
G1.B1.S1.A1  A373886	Walkthrough by Administrator	Tate, Matt	8/14/2017	Progress Monitoring	6/1/2018 weekly
G1.B2.S1.MA1  M402939	Progress Monitoring	Tate, Matt	8/14/2017	Progress Monitoring Results	6/1/2018 monthly
G1.B2.S1.MA1  M402940	Progress Monitoring	Tate, Matt	8/14/2017	Progress Monitoring Results	6/1/2018 monthly
G1.B2.S1.A1  A373887	Classroom Walkthrough	Tate, Matt	8/14/2017	Online Lesson Plans	6/1/2018 weekly
G2.B1.S1.MA1  M402942	Progress Monitoring	Tate, Matt	8/14/2017	2016 FSA ELA Assessment	6/1/2018 monthly
G2.B1.S1.MA1  M402943	Progress Monitoring testing and results	Watford, Laura	8/14/2017	Performance Matters Results	6/1/2018 every-2-months
G2.B1.S1.A1  A373888	Progress Monitoring	Watford, Laura	8/14/2017	Score Reports	6/1/2018 every-6-weeks
G2.B2.S1.MA1  M402944	Classroom walkthroughs	Tate, Matt	8/14/2017	Teachers lesson plans for monitoring and state assessment results for evidence	6/1/2018 weekly
G2.B2.S1.MA1  M402945	Classroom walkthroughs	Tate, Matt	8/14/2017	FSA ELA Assessment Results	6/1/2018 weekly
G2.B2.S1.A1  A373889	Classroom walkthroughs	Tate, Matt	8/14/2017	Teacher lesson plans and Standards Checklist from Jeff Sewell	6/1/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By Spring 2018, the percent of students in math will increase at or above state proficiency level by 3% on our state school score report.

G1.B1 Insufficient standard based instruction

G1.B1.S1 Use CPALMS as a resource to help teachers better focus on standards

PD Opportunity 1

Walkthrough by Administrator

Facilitator

Data Analysis- Jeff Sewell

Participants

K-5 Math Teachers and Middle and High Math Teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G1.B2 Lack of student engagement

G1.B2.S1 Teachers will engage students daily with bell ringer activities and continuous instruction in class.

PD Opportunity 1

Classroom Walkthrough

Facilitator

Susan Hentz

Participants

PSHS Faculty August 7, 2017 with Elementary Faculty and August 8, 2017 with Middle and High School Faculty

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G2. By Spring 2018 the percent of students in ELA will increase at or above proficiency level by 3% on the state school score report.

G2.B1 Many students are reading below reading level

G2.B1.S1 i-Ready progress monitoring data will be used to identify level 1 and level 2 students and provide instruction to these students based on data.

PD Opportunity 1

Progress Monitoring

Facilitator

Laura Watford

Participants

i_Ready Training June 1, 2017

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Walkthrough by Administrator	\$0.00
2	G1.B2.S1.A1	Classroom Walkthrough	\$0.00
3	G2.B1.S1.A1	Progress Monitoring	\$0.00
4	G2.B2.S1.A1	Classroom walkthroughs	\$0.00
Total:			\$0.00